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ABSTRACT

This is a description of Wisconsin's vocational, technical, and adult education (VTAE) system designed to provide delivery of occupational education through comprehensive districts. It is intended for use by legislators, vocational educators, and policy makers. The system plan, divided into five sections, provides in the first section the basis for vocational education with the establishment and purpose of the system and its unique mission and philosophy. In section 2 the educational values to be derived from vocational, technical, and adult education are described, and the goals of Wisconsin's VTAE system are identified. The goals are predicated upon the system's philosophy, legislative intent, the State Board's mission and policies, and the State Board and district boards' shared-powers principle. The third section presents issues and concerns which face the system and which have direct bearing on the delivery of services. Issues are presented, and current practices and alternative future methods of approach to the issues are discussed. Section 4 describes the projected needs for expansion of vocational, technical, and adult education services to Wisconsin citizens. In the last section on implementation, the concept of comprehensiveness is introduced by establishing criteria for a detailed district profile to be developed by each district to meet statewide goals. (CSS)

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PLAN FOR COMPREHENSIVE VOCATIONAL, TECHNICAL AND ADULT POST-SECONDARY EDUCATION SERVICES TO WISCONSIN THROUGH 1980

Wisconsin Board of Vocational, Technical and Adult Education
4802 Sheboygan Avenue - 7th Floor
Madison, Wisconsin 53702

CE 017 833

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The challenge to the vocational, technical and adult education (VTAE) system is to provide for the delivery of occupational education through comprehensive districts. Comprehensiveness in a district is not a matter of size, but of service to the district's population. This Plan, developed in compliance with Chapter 333, Laws of 1973, will describe the direction in which the VTAE system, and the districts within the state structure, must move in the next five years to meet this challenge.

The Plan is divided into five major sections.

The first section provides the basis for vocational education, with the establishment and purpose of the system, and its unique mission and philosophy which make it distinct from other educational agencies in Wisconsin.

The second section describes the educational values which may be derived from vocational, technical and adult education and identifies the goals of Wisconsin's VTAE system. These goals, which are the responsibility of the total vocational, technical and adult education system, reflect the results of public hearings conducted by the VTAE districts throughout Wisconsin. It is felt, therefore, that the goals respond to the needs of the citizens of the State. The goals are predicated upon and consistent with the system's philosophy, legislative intent, the State Board's mission and policies, and the State Board and district boards' shared-powers principle.

The third section presents issues and concerns which face the system, and which have direct bearing on the delivery of comprehensive vocational, technical and adult education services. Issues are presented, with current practices and alternative future methods of approach to the issues discussed.

The fourth section describes the projected needs for expansion of vocational, technical and adult education services to Wisconsin citizens.

Finally the fifth section -- implementation -- introduces the concept of "comprehensiveness" by establishing criteria for a detailed district profile to be developed by each district to meet the statewide goals. These profiles will concretely present the services to be offered by the districts; their comprehensiveness will be based upon the degrees of implementation of the profiles.

This Plan may be used by legislators, vocational educators and policy makers at all levels to assist them in making decisions relevant to meeting the vocational, technical and adult education needs of all people in Wisconsin through 1980.

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MISSION

Establishment and Purpose of the Vocational, Technical and Adult Education System

The Wisconsin Vocational, Technical and Adult Education System was established by the legislature to foster and maintain occupational education opportunities for persons of at least age 16 who can profit thereby. Chapter 38, Wis. Stats., describes the organization of the vocational, technical and adult education system and the delivery of educational offerings and services under the jurisdiction of the State Board and the district boards.

The mission of the Wisconsin Board of Vocational, Technical and Adult Education is mandated in s. 38.001, Wis. Stats.: "The board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level."

Programs referred to in the mission statement are further described in s. 38.01, Wis. Stats., and include the following: associate degree, collegiate transfer, vocational diploma and vocational-adult programs. All programs are established by the district boards with prior approval by the State Board.

Distinctiveness of the Missions of the VTAE System and Other Educational Agencies

The Wisconsin Vocational, Technical and Adult Education System serves the people of Wisconsin in concert with other educational agencies, specifically the University of Wisconsin System (UW) and the Department of Public Instruction (DPI), which have separate and distinct missions.

1. Articulation of the University of Wisconsin System and VTAE System Missions

   The mission of the Wisconsin Board of Vocational, Technical and Adult Education and its program orientation are to the offering of post-secondary vocational and technical occupational education below the baccalaureate level. The educational objective of a vocational, technical and adult education program is to prepare individuals for entry-level employment in and career development within vocational and technical level occupations. A corollary, limited mission is in offering collegiate transfer programs at the vocational, technical and adult education institutes at Madison, Milwaukee, and Rhinelander (Nicolet).

   "The UW System has a broad mission of instruction, research, and public service in the disciplines and professions traditionally associated with higher education. This mission necessarily includes programming in vocational and occupational areas. However, in these areas the UW System's orientation is that of offering programs leading to a baccalaureate or higher degree."*

*Statements of the UW System mission, and of the missions of each of its institutions, were approved by the Board of Regents in 1974 and may be obtained from the Board of Regents Office, 1862 Van Hise Hall, University of Wisconsin System, Madison, Wisconsin 53706.

No post-secondary occupational education programs below the baccalaureate level may be established by the UW System without approval of the Wisconsin Board of Vocational, Technical and Adult Education, nor can additional collegiate transfer programs be established by the VTAE System without approval by the University of Wisconsin System Board of Regents, as provided in s. 36.31, Wis. Stats.

Significant differences are frequently observed in the clientele of the VTAE and UW Systems with respect to educational interest. The VTAE aims much of its continuing or extension education toward the unskilled, semi-skilled, skilled, technical and semi-professional personnel, while the UW focuses much of its effort on developing professional and professional leadership personnel.

Research is a primary function of the UW System. However, the VTAE System acknowledges a responsibility to coordinate research of importance to vocational, technical and adult education in order to assure attention to needs in this area. For this purpose a research coordinating unit is located in the VTAE state office, and two centers for research in subjects related to vocational, technical and adult education are sponsored within the UW System.

Cooperation and coordination between the two systems are maintained by the linkage of board members and the UW-VTAE Joint Administrative Committees on Academic Programs, Continuing Education, and Facilities. These committees, appointed by the chief administrators of each system, exist to review program proposals and to assist in program and mission articulation.

2. Articulation of Department of Public Instruction and VTAE System Missions

The primary responsibility for the education of all youth under age 18 or to the completion of high school rests with the Department of Public Instruction and the local school districts. This responsibility includes, but is not limited to, the development of comprehensive high schools with opportunities in Pre-Vocational, Capstone, and Cooperative programs in order that the needs of all students may be met. Vocational, technical and adult education districts cooperate with public school districts to improve articulation of secondary and post-secondary vocational curriculum in order to facilitate students' advancing from secondary to post-secondary vocational programs without the need for duplication of learning activities which have already been completed in the high school vocational program.

In order to provide alternative educational opportunities to 16 and 17 year olds, VTAE districts and local school boards cooperate in developing contractual and noncontractual agreements designed to optimize opportunities for vocational education for persons in this age group. All such agreements must conform to the requirements set forth in s. 118.15, Wis. Stats.

PHILOSOPHY

The vocational, technical and adult education system is dedicated to meeting the occupational training needs of the people of Wisconsin through educational offerings and services developed and implemented by local districts. These offerings are designed to assist people in preparing to enter the labor market, upgrading skills to retain or advance in their present occupations and/or retraining for new occupations in accord with personal goals or changing technology.

In their efforts to provide comprehensive, high-quality educational offerings which are appropriate to the needs, interests and abilities of students and pertinent to labor market needs, the districts are provided consultation, coordination and support services by the state board staff.

The development and maintenance of instructional offerings and related services in the VTAE system focuses on maximizing the accessibility of these offerings to present and prospective students and on providing equal opportunities for vocational, technical and adult education to all persons regardless of age (16 or over or who have completed high school), sex, handicap, creed, race, color, national origin, ancestry or other factors unrelated to satisfactory job performance.

EDUCATIONAL VALUES

The students moving out in a steady flow from vocational, technical and adult education institutions to responsible positions as productive citizens attest to the values this type of education provides the graduate, the family, the community and the state. What are the values, or benefits, provided by the vocational, technical and adult education system? Six such values,* some of which are measurable, are presented below.

1. Vocational, technical and adult education provides the student with the capability to financially sustain self and family after completing the initial degree or diploma occupational course work.

2. Vocational, technical and adult education contributes substantially to the student's ability to solve difficult occupational and/or life problems.

3. Vocational, technical and adult education helps develop the motivation and provides the opportunity for retraining and upgrading and related instruction for apprenticeship.

4. Vocational, technical and adult education helps the student become aware that the chosen vocation is important to society and enhances the student's desire to meet the standards demanded by the job or the profession.

*Modified from "Alternative Educational Policies for Wisconsin's Vocational, Technical and Adult Education System," Whinfield, Kelley and Hiestand, Coordinating Committee for Higher Education, 1966.

5. Vocational, technical and adult education helps create an appreciation for the values of our system of government and the responsibilities of citizenship.

6. Vocational, technical and adult education provides opportunities for learning by doing and for students to broaden their interests.

GOALS FOR THE VTAE SYSTEM THROUGH 1980

The following goals were those developed through citizen participation in hearings conducted in each of the 16 VTAE districts:

VTAE SYSTEM PROGRAM DEVELOPMENT GOAL:

COMPREHENSIVE PROGRAMS WILL BE PROVIDED TO MEET THE NEEDS OF PEOPLE IN PREPARATION FOR ENTERING THE LABOR MARKET AND FOR DEVELOPING OR UPGRADING SPECIFIC WORK AND GENERAL LIVING SKILLS, KNOWLEDGE AND ATTITUDES.

Rationale:

The December 1973 issues of Labor Review published by the U.S. Department of Labor states that 23.7 percent of all job openings over the 1972-1985 period will require four years of college or more. The report indicates that if higher education continues to over-supply the need, the flow of energetic, intelligent manpower to vocational-technical occupations will be severely limited.

The State of Wisconsin will have a projected work force in 1980 of over two million workers compared to 1.9 million in 1970. This indicates that approximately 398,400 new jobs will be needed by 1980 to accommodate the projected labor force.[1] Nearly 75 percent of that work force will be in need of vocational-technical educational services.

The increased emphasis on involving women in occupational education is predicated upon the following facts. More than half of all women 18 to 64 years of age are workers. The 4.5 million women of minority races in the labor force constitute more than two-fifths of all minority workers. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.[2] Currently, many women in or desiring to enter the labor force lack necessary occupational skills to advance beyond low-paying jobs.

The increased emphasis on the need to involve minority group members in diversified and more highly skilled occupational opportunities requires the development and expansion of programs which offer the opportunity to enhance these skills.

Adult Basic Education is provided for persons who desire self-improvement, are preparing for employment, as well as for employed persons who need further basic skills to hold or to advance on the job. Offerings preparing persons for high school equivalency credentials also provide opportunities for job advancement or success in technical educational programs and jobs resulting from technological developments.

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[1] Wisconsin Department of Administration, Bureau of Planning and Budget, et.al., Work Force 1980 -- Industry Projections, September, 1972.

[2] U.S. Department of Labor, Employment Standards Administration, Women's Bureau, June, 1974.

During the period January through August 1975, the Department of Business Development recorded 139 new and expanded industries in Wisconsin. New industries include: (1) newly formed businesses; (2) branch plants located in a different community (could be branches of Wisconsin businesses or those from other states); and (3) relocation of a business (new to a community). Expansion of industries includes: (1) plant additions on or near present site; and (2) plant moving to a new location within the same community. Increased growth of industry in Wisconsin is a major factor in program development within the vocational, technical and adult education system.

As of September 1, 1975, Wisconsin had an unemployment rate of 8.5 percent, or 120,000 unemployed persons. This indicates a need for upgrading workers' skills or retraining persons for new and emerging occupations. For example, the use of computers in food production, manufacturing, health diagnosis, marketing and banking requires development of new technical skills.

The demand for service workers is increasing at a rate of nearly 20 percent each decade. This indicates an imperative need for retraining workers for service occupations.

Society's growing concerns for the environment and supply of energy challenge occupational education to direct its efforts toward developing technical skills to meet these concerns.

VTAE SYSTEM PROGRAM SUPERVISION GOAL:

PROGRAMS WILL BE SUPERVISED AND EVALUATED TO ASSURE QUALITY EDUCATION AND DISCONTINUED WHEN WARRANTED ACCORDING TO STATE BOARD POLICY.

Rationale:

The Wisconsin Board of Vocational, Technical and Adult Education is mandated by law to be "...responsible for the initiation, development, maintenance and supervision of programs..." (s. 38.001, Wis. Stats.).

Quality of programs is maintained and monitored through review of program objectives in relation to changing labor market needs, student needs and societal needs. Procedures to discontinue a program may be initiated when a lack of job openings, declining student interest or redirection of societal priorities becomes evident.

In the continuous efforts to maintain relevancy and quality of specific occupational programs, extended use is made of advisory committees. Advisory committee membership includes representation from labor, management, and the concerned community.

Over 6,000 Wisconsin citizens are participating as advisory committee members in developing programs, reviewing facilities and equipment, and evaluating occupational programs in the VTAE system.

Program evaluation procedures are designed to assess the competency of the student's occupational skills, relevancy of knowledge and skills learned, successful job placement, job satisfaction, instructional strategies, and learning resources. Evaluation is accomplished through the utilization of concerned persons from representative employers, employees, professionals and former students.

To assure that teachers can be successful in teaching in a specific occupational program, teacher-applicants must demonstrate competencies needed to function within that occupation within the world of work. A candidate's educational and occupational qualifications are evaluated according to the requirements of Chapter A-V 3, Wisconsin Administrative Code.

VTAE SYSTEM PROFESSIONAL DEVELOPMENT GOAL:

APPROPRIATE EDUCATIONAL AND/OR WORK-EXPERIENCE PROGRAMS WILL BE DEVELOPED, COORDINATED AND CONDUCTED TO MEET THE NEEDS OF INSTRUCTIONAL, SUPERVISORY, COORDINATIVE AND ADMINISTRATIVE STAFF EMPLOYED IN THE SYSTEM.

Rationale:

The quality of vocational education programs, services and activities is contingent upon the quality of staff which develop, implement and evaluate them. New developments in science and technology with corresponding changes in job requirements cause a problem in maintaining relevancy of vocational curriculum content, instructional processes, competencies taught, and performance levels to be achieved.

A study conducted by UW-Stout for the State Advisory Council on Vocational Education in 1972 indicated that:

One-fourth of the VTAE teachers indicated that they needed updating in their occupational areas.

Approximately one-fifth of the VTAE teachers were employed in a high school prior to being employed in the VTAE system. Many of these teachers need opportunities for updating their teaching skills and occupational competencies.

Approximately one-third came directly from business and industry with occupational competency but with limited teaching experience or teacher training.

Approximately one-fourth came directly from teacher education programs. Most of these persons have limited teaching experience and need further development of teaching skills and additional competencies which were not provided in the preservice program.

Other VTAE teachers came from the military, part-time teaching, college teaching, and other backgrounds.

Experienced teachers need updating in occupational areas and in new educational technologies and teaching methods to better serve students on an individualized basis.

VTAE SYSTEM RESEARCH GOAL:

RESEARCH WILL BE CONDUCTED TO ASSIST IN THE SOLUTION OF CURRENT AND ANTICIPATED EDUCATIONAL AND ADMINISTRATIVE PROBLEMS.

Rationale:

Implicit in the legislative mandate to provide VTAE opportunities to all the people of Wisconsin is the related responsibility for the improvement of the VTAE programs, services and activities. Research is the key to progress in education and is imperative for the efficient operation and continuous improvement of the educational enterprise.

Basic or pure research refers to the discovery of new facts and knowledge and the revision of accepted conclusions, theories or laws through systematic, controlled investigation of hypothetical propositions about the presumed relations among phenomena. Applied research aims at finding the solution to some practical problem or difficulty in a localized situation. Educational improvement requires both basic research and applied research. There are many unknowns to be researched in occupational education in the areas of the: teaching-learning process, substance of the curriculum, and personnel organization and administration.

The pressures of rapid change make decision-making ever more dependent on research to furnish appropriate data and information needed in planning programs, solving problems, improving instruction, assessing progress, and evaluating effectiveness.

The rapidly changing technological society results in changing skills and knowledges required in the labor force, which means a need for changes in the occupational education programs. Research is needed to provide answers to questions relevant to the: supply of trained workers, demand for trained workers, labor force trends, anticipated job openings, changing job requirements, and emerging occupations.

Some of the research priorities identified by VTAE staff at district levels in a 1975 study include labor market requirements, assessment of individuals' VTAE needs, open entry/open exit education, student attrition and withdrawals, counseling with adults, cost benefit studies of VTAE programs, barriers to enrollment, and programs for disadvantaged and handicapped.

New ideas, techniques and materials must be piloted, demonstrated, field tested and evaluated. Current issues affecting vocational, technical and adult education must also be researched. Emphasis must be placed upon improving the productivity of available resources.

VTAE SYSTEM EXTERNAL RELATIONSHIPS GOAL:

A CLOSE WORKING RELATIONSHIP WILL BE MAINTAINED WITH GOVERNMENT, BUSINESS, INDUSTRY, INSTITUTIONS, ORGANIZATIONS AND AGENCIES TO ENSURE PROGRAMS RELEVANT TO THE TRAINING NEEDS OF INDIVIDUALS AND THE LABOR MARKET.

Rationale:

The ultimate contribution of vocational education to the citizens of Wisconsin will be determined by students' acquisition of occupational skills facilitating their attainment of meaningful and productive employment. This contributes not only to the students' own betterment, but to the general betterment of society.

The manpower requirements of Wisconsin's labor force are constantly changing and becoming increasingly complex. The programs of post-secondary vocational, technical and adult education must change accordingly. In order to do so an extensive system of external relationships must be maintained between the vocational education system, the individual, industry, and the community-at-large. Essential components of this system are the state and local advisory committees, whose purpose is to advise the vocational education system on when and how vocational programs should be established, modified or discontinued.

Extensive communication is also required between the vocational, technical and adult education system and other human resource agencies such as the: Department of Business Development; Department of Health and Social Services; Department of Industry, Labor and Human Relations; Department of Public Instruction; University of Wisconsin; private educational institutions; labor organizations; manufacturers' associations and other groups. Effective communication must be achieved among these agencies to prevent duplication or voids in programming and to assure coordinate delivery of services to common clientele.

The extent to which the vocational, technical and adult education system's external relationships contribute to its awareness of vocational education needs will determine the extent to which citizens in the State of Wisconsin are able to benefit from vocational education.

VTAE SYSTEM SPECIAL PROJECTS GOAL:

SPECIAL PROJECTS WILL BE DEVELOPED AND CONDUCTED TO MEET THE NEEDS OF DISADVANTAGED AND HANDICAPPED PERSONS WITH UNIQUE ECONOMIC, EDUCATIONAL AND SOCIO-CULTURAL BACKGROUNDS.

Rationale:

The rate of unemployment in Wisconsin is approximately 8.5 percent (September 1975), and the rate of unemployment among disadvantaged and handicapped persons is considerably higher. Many people lack the basic skills necessary to benefit from vocational-technical programs. This situation necessitates a wide variety of occupational educational efforts such as the articulation of developmental to vocational programs, interest and ability assessment, educational counseling, recruitment, job follow-up, attitudes and self-concept in relation to employment.

Special educational projects are developed to serve persons in prisons through programs such as welding, food service, auto mechanics and others so that upon re-entry to society a relevant job skill has been attained. The Comprehensive Educational Training Act provides for the development of a specific skill in a specified period of time, job placement and follow-up.

Projects are developed to meet the unique needs of migrant workers and specific racial groups, while attempting to involve students in the mainstream of vocational-technical education. Frequently a special project serves as the first step toward greater occupational education participation.

VTAE SYSTEM PLANNING AND ADMINISTRATION GOAL:

THE CURRENT AND FUTURE EDUCATIONAL NEEDS OF THE PEOPLE, BUSINESS, INDUSTRY AND AGENCIES SERVED WILL BE ANALYZED TO DESIGN STRATEGIES THAT WILL ENSURE THE ACQUISITION AND ALLOCATION OF RESOURCES TO MEET THESE IDENTIFIED NEEDS.

Rationale:

Effective planning, one of the important functions of administration, is essential for the improvement of vocational education in Wisconsin. Planning is deciding in advance what is to be done. It formulates goals for group action and begins with an inventory of facts, conditions, resources and assessment of needs. Planning is needed to identify current and future requirements so the preparations can commence immediately to meet these anticipated needs. Effective planning will minimize administrative lag and improve response to changing needs. The outgrowth of the planning process is a plan.

A plan is a projected general course of action based on analysis and interpretation of data and possible alternative strategies and courses of action for accomplishing the goals and objectives. A plan includes a set of proposed coordinated activities which imply a commitment to a future course of action.

Changing social, economic and technological conditions, diversity and complexity of populations to serve, and demands for accountability and efficiency in the use of limited resources necessitate a responsiveness that requires effective planning. Planning is needed in the areas of future manpower and job requirements; future course, curriculum and program needs; professional and nonprofessional staff supply and demands; facility design; equipment update; comprehensive student services; financial resources; and relationships with other agencies.

Coordination of services, a basic responsibility of a state department, necessitates effective planning processes.

VTAE SYSTEM COMPREHENSIVE STUDENT SERVICES GOAL:

APPROPRIATE COUNSELING, GUIDANCE AND HEALTH SERVICES WILL BE PROVIDED TO AID PEOPLE IN ASSUMING THEIR ROLES IN SOCIETY.

Rationale:

Emphasis is placed on students - their needs and aspirations, their intellectual, personal, psychological, social and physical growth - so they may achieve their own goals and the goals of society.

Vocational, technical and adult education has assumed the difficult task of educating highly diversified student bodies. The student body includes individuals who ranked in the highest 30 percent of their graduating class, whose parents have low occupational and educational status to students in the lowest 30 percent scholastically whose parents have both high educational and occupational status with a wide gamut of individual differences in between. Schools must provide highly differentiated educational programs to meet these diverse needs. If students are to choose wisely from among many different courses and curricula leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiences and their potentialities, and in rationalizing their aspirations.

Student services include student welfare functions such as counseling, appraisal, advisement, testing, health services, financial aids, placement and alumni relations; control functions such as admissions, records, regulation and housing; activities functions such as co-curricular and extra-curricular programs, student government, student publications, student center and cultural programs; and teaching functions such as orientation, occupational and educational information, remedial clinics, and other educational services to the student body.

The administration of the program requires coordination, articulation, in-service, organization, direction, evaluation, and adequate staffing to enable the district to carry out its mission more efficiently.

VTAE SYSTEM PRODUCTIVITY GOAL:

NEEDED PROGRAMS AND SERVICES WILL BE DEVELOPED AND EXPANDED, WHILE LESS PRODUCTIVE PROGRAMS AND SERVICES WILL BE PHASED DOWN, AND NONPRODUCTIVE ACTIVITIES WILL BE ELIMINATED.

Rationale:

Measures that can be applied toward assessing the productivity of programs include: cost in relation to student enrollee or graduate; cost in relation to other districts operating similar programs; costs for offering the same program by an alternative method of instruction; overall mix of productive versus unproductive programs in the district; need to operate a "one-of-a-kind" program in the state or multi-state region; degree to which the program, or courses within the program, feed other programs or parts of programs; philosophical attachment of local boards and faculty to the particular program; economic and noneconomic benefits to individuals, employers and society.

Everything the districts and the State Board do contributes to the production function. Costs may be reduced and benefits may be increased by trimming duplicative personnel and perhaps reviewing entire administrative and educational functions which overlap between and among state and local areas.

Achievement of this goal requires that the VTAE system work cooperatively and consistently with the Governor, legislature and University of Wisconsin System in jointly using the University of Wisconsin two-year Center System and four-year facilities where feasible to each system.

The purpose of jointly using other educational facilities is to make the most effective use of these facilities and prevent the construction of unneeded, additional buildings. Heating, cooling, land acquisition and other costs can be kept to acceptable levels following this procedure. Likewise, exchange agreements increase educational opportunities and reduce new building requirements.

Further student-exchange agreements, such as the currently operating Minnesota/ Wisconsin reciprocity, should be explored with Michigan, Illinois and Iowa, with particular reference to the Dubuque, Iowa and northwestern Illinois region.

VTAE SYSTEM FINANCING GOAL:

A FINANCING PROGRAM WILL BE PROVIDED WHICH WILL INSURE THAT BUDGETS REFLECT AN APPROPRIATE LEVEL OF LOCAL, STATE, FEDERAL AND OTHER FUNDING IN ACCORDANCE WITH LOCAL, STATE AND FEDERAL GOALS; AND FUNDS PROVIDED WILL BE MAXIMIZED TOWARDS INSTRUCTION.

Rationale:

The balance and mix in funding sources for the VTAE system ultimately becomes a decision made by the state and federal legislatures, district taxpayers and the students themselves. A funding level, in and of itself, is simply a percentage level which represents what elected decision-makers believe should or will be paid by various types of taxpayers. Frequently, funding level decisions may be made with incomplete information relating to the appropriate ability-to-pay or the consequences suffered by making such judgments.

An increased mill rate limitation at the local level may be necessary to provide the proper balance in funding sources for VTAE districts. A proper balance and mix in funding will assure sufficient control from the local level, in harmony with federal and state responsibilities, and will continue to provide flexibility for meeting the local districts' educational needs.

The legislature's policy in regard to establishing the appropriate funding level and mix for VTAE schools rests on the need to equalize state support for each district's net operating cost. The higher the property value supporting each anticipated VTAE student, the lesser will be state aids to support that student. Additionally, the legislature has determined that "ability-to-pay" must be used to determine the appropriate level of state funding, with students' responsibility currently established at $143 for post-secondary students and 25 percent of operating cost for adult-vocational students.

The VTAE system assures and demonstrates the responsible use of funds provided for vocational education through continued emphasis on cost/benefit analysis and assessment of productivity costs and cost allocation procedures. A statewide committee meets periodically to consider revisions, updates, and proposals for refinements in the broad area of fiscal management. The districts formulate their individual budgets in accordance with the uniform budget document format adopted by the State Board and hold public hearings on budgets as provided in s. 65.90, Wis. Stats.

VTAE SYSTEM ACCOUNTABILITY GOAL:

DATA AND INFORMATION WILL BE MAINTAINED TO ASSIST IN ASSURING QUALITY AND RELEVANCE OF PROGRAMS, SERVICES AND ACTIVITIES TO THE TRAINING NEEDS OF INDIVIDUALS AND THE LABOR MARKET.

Rationale:

Accountability is a fundamental responsibility of local, state and national governmental units. Vocational education accountability means that the vocational, technical and adult education system is publicly responsible for those activities mandated in local, state and federal legislation and will render a full accounting of the resources devoted to accomplishing these activities. Emphasis is placed upon both performance and financial accountability.

More recently education has been requested to respond to public demands for program accountability. The vocational, technical and adult education system is accountable for providing quality educational offerings and services relevant to the training needs of society and the labor market. Analysis and review of educational processes as well as of the product of the system are ongoing functions and help to assure the maintenance of quality and relevance.

The quality of vocational education services is critically dependent upon the academic preparation, occupational and professional experiences of the personnel who develop, implement and evaluate the programs. A comprehensive personnel certification code for all professional vocational education is vital to encourage the continuing professional development of the staff, as well as compliance with Chapter A-V 3, Wisconsin Administrative Code.

Educational programs must be kept relevant. There are approximately 850 post-secondary programs of 270 types, approved and functional in the system. Design and development of a monitoring system to conduct enrollment and performance audits on these programs offers a viable means of assuring the relevancy of vocational curriculum content, as well as the levels of performance and competencies as warranted by the world of work.

New program requests are processed semi-annually. Evaluation of this effort to provide educational services appropriate to the rapidly changing technology is an important component of the accountability of the system's mission.

The system offers approximately 13,200 courses in the post-secondary area through the 850 existing programs. The course approval process is an integral part of the program approval process. Modifications, revisions, additions and deletions of courses in an approved program are accommodated in this process.

The system offers approximately 5,200 approved courses in the adult education area each year. It is incumbent upon the system to ensure that the adult courses and programs are necessary and sufficient to assist people in preparing to enter the labor market, upgrading skills to retain or advance in their present occupations and retraining for new occupations. Adult education courses must be approved by the state director and reviewed by the State Board as mandated by s. 38.28(2)e, Laws of 1975.

Student follow-up is mandated by federal legislation to obtain an accurate profile of occupational or additional educational endeavors of former students. Data obtained from follow-up studies is used for forward planning on programs and services to be offered to future vocational education students.

Assessment processes pertinent to improvement, modification, continuance and discontinuance of programs and services are integral to the total effort of the system in realizing its accountability goals.

VTAE SYSTEM FACILITIES DEVELOPMENT GOAL:

EFFICIENT FACILITIES DESIGNED TO SERVE THE UNIQUE NEEDS OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION WILL BE PROVIDED. FACILITY UTILIZATION WILL BE OPTIMIZED IN EACH VTAE DISTRICT IN THE STATE.

Rationale:

Facility utilization studies are conducted periodically by the VTAE districts and coordinated at the state level. These studies provide a basis upon which decisions regarding further facility development and merit for federal construction funding are made.

Utilization studies provide information by district about the use of classrooms, laboratories and shops. Utilization indicators are the percent of student stations utilized during a 40-hour week and percent of total room utilization per 40-hour week. The resultant facilities utilization data is utilized in comparison reports with nationally accepted standards for facility design capacity.

Efforts are made to: (1) coordinate the construction of VTAE educational facilities with other state educational agencies (UW and DPI and local educational agencies) to provide optimal use of public resources, (2) provide conformance planning to assist the 16 districts in the VTAE system in complying with environmental legislation found in Wisconsin Statutes, and (3) provide regulatory assistance to the districts in meeting the requirements of state and federal legislation.

ISSUES AND CONCERNS AFFECTING VTAE

The following five concerns may affect the development of vocational, technical and adult education and the delivery of services to Wisconsin citizens by 1980.

ISSUE:

Course Fees Charged to Students

CURRENT PRACTICE:

As a result of the State 1975-77 Budget Bill an equivalent of $143-per-year course fee is charged to students who enroll in full-time post-secondary VTAE programs. This charge is at the rate of $5 per credit, with 15 credits per semester considered a full load.

Part-time students in adult vocational education courses are charged an hourly rate ranging from 30¢ in some districts to 60¢ in other districts per class period of instruction.

DISCUSSION:

Somewhere between the position of providing free education for everyone through four years of college and the position of charging full costs of education from kindergarten through adult education, a system of financial support must be effected. This method of financial support should not deter people from pursuing educational goals of their choice commensurate with their capabilities and in harmony with the common defense and general welfare of the people.

To the extent that people realize personal benefits from vocational education, they should be willing to make a monetary investment in their careers. To the extent that society realizes benefits from vocationally educated and trained people, it should be willing to make a monetary investment in vocational education. The questions evolve into the degree of perceived willingness and actual or perceived ability to pay in terms of other actual or perceived priorities. These financial capabilities and priorities will vary with the general economic conditions; employment opportunities; other educational opportunities and their costs; levels of financial assistance available and individual circumstances.

Course fees charged to VTAE students would be detrimental if they prevent target populations from obtaining needed training to develop skills necessary to become productive workers.

The imposition of high-cost education on prospective workers and taxpayers who remain in the state to use their skills and knowledge for the general economic welfare of the state is unrealistic and regressive economic policy.

ISSUE:

Elected versus Appointed District Boards

CURRENT PRACTICE:

Appointed boards have historically been a bulwark of strength for the VTAE system. They are representative of labor, business and agriculture and are highly respected by the elected representatives who appoint them. These boards must include employers, employees and members-at-large. Two members in each of these categories are appointed by elected representatives. These six members then select a Superintendent of Schools from within the district to serve on the board. Currently, boards are appointed to represent the best possible geographic and demographic distribution. This insures all areas of a district being as nearly equally represented as possible.

DISCUSSION:

No systematic evaluation has been made of the effects of having elected rather than appointed boards within the VTAE system. It is argued that an appointment procedure permits the board to be staffed with the kind of people who would not submit their names to an election campaign.

The proponents of elected boards have argued that elected boards are more democratic and less elitist. Elected boards must stand for re-election and know this while they are in office. This knowledge can serve to make board members more responsive to their constitutencies, or it can make their attitudes and, consequently, their decisions as board members more subject to political concerns and the pressures of special interest groups.

Studies of public school elected versus appointed boards indicate that minority group members are more likely to be appointed than elected. It also seems that appointed board members are more interested and active in school affairs and less likely to have political aspirations. A possible result of this type of attitude is more conflict between the board and the district administration, since appointed boards are more

likely to press for information, question decisions and in general take a more aggressive role in setting policy. An appointed board, since its members do not depend on political organizations, seems to be valuable in providing a secure membership which is able to make difficult decisions in the face of tense community disagreement about education. Appointed board members show little interest in political activities beyond the immediate district board on which they function. In the public schools studied, results indicated elected board members are more likely to aspire to other elective offices.

ISSUE:

Liberal Arts Education

CURRENT PRACTICE:

Liberal arts courses in the vocational, technical and adult education system are those courses which are designed for purposes of transfer to four-year colleges and universities. These are not to be confused with general education courses offered by the VTAE system, which are relevant to successful functioning in job situations.

Since the passage of the Laws of 1965, only Madison Area Technical College, Milwaukee Area Technical College and Nicolet College and Technical Institute have been designated to offer such programs (Chapter 292, Section 41.13, Laws of 1965). Even in these three cases, the liberal arts courses may not constitute more than 25 percent of the credit hours offered by each institution (s. 38.04(4)(c), Wis. Stats.).

Madison and Milwaukee Area Technical Colleges offer the liberal arts courses under provision of the 1965 statute allowing such programs to be established in cities with populations exceeding 150,000. Nicolet College and Technical Institute falls under another provision of the same statute allowing the establishment of the programs in areas not served by a public institution of higher education. The Nicolet VTAE district is the only district not served by a four-year or extension campus of the University of Wisconsin.

DISCUSSION:

In liberal arts offerings, as in the more traditional vocational-technical education offerings in the VTAE system, the focus is on service to the district's population. When social and geographic factors were identified which showed that a portion of the population of the state was not being served by liberal arts offerings in the University system, the VTAE system was empowered to supplement these offerings on a limited basis.

The limitations, agreed upon by the two systems, minimize duplication of efforts and optimize flexibility, allowing the students enrolled in liberal arts courses to transfer between the two systems with ease to find the blend of courses that is appropriate for each individual.

ISSUE:

Governance

CURRENT PRACTICE:

Sixteen local VTAE districts have been established in accordance with s. 38.06, Wis. Stats., and administered through local seven-member VTAE district boards, each appointed by a committee composed of the heads of the governmental units which petition the formation of the district (i.e., school districts or counties).

The State Board consists of nine members (three employers, three employees and three farmers) appointed by the Governor. The President of the University of Wisconsin Board of Regents, Commissioner of the Department of Industry, Labor and Human Relations and the State Superintendent of Public Instruction serve as ex-officio members of the Board. Three members of the of the State Board are also members of the University of Wisconsin Board of Regents.

These boards are supplemented by the Wisconsin Advisory Council on Vocational Education which has no policy-making power; however, the advice of this group, composed of UW, DPI and VTAE personnel and members-at-large, is sought by the State Board.

District organization enters into the total plan of governance as decentralized units with responsibilities to citizens of each district and as a viable component of the overall vocational, technical and adult education educational effort. The reliance on community involvement, the sensitive balance of supply and demand in the labor market, and the interests of population groups demand the kind of consensus that has been developed in VTAE and upon which its successful operation is based.

DISCUSSION:

The present practice is one of the cooperation between VTAE districts, State Board, and other state agencies.

There is precise statutory definition of the State Board's and district boards' duties and responsibilities with recognition of mutual interdependence. The State Board reduces unnecessary competition for and duplication of programs and can improve the responsiveness of the statewide system to the educational needs of the individual districts and of the state. One reason for development of this plan is to insure continuation of district-state cooperation and maximum feasible district autonomy. The uniform accounting system is an example of coordination between state and districts. The chart on the following page indicates the responsibilities of both the state and district staffs for ongoing VTAE activities.

Coordination between districts, the State Board of VTAE, and other agencies, contributing to the strength of the VTAE total effort, is accomplished through agreements with the University of Wisconsin and joint administrative committees providing foundation for strong district-state relationships. These joint UW-VTAE committees function in the areas of academic programs, continuing education and facilities. In addition, liaison committees are functioning between VTAE and DPI and between VTAE and the Department of Industry, Labor and Human Relations (DILHR).

District Boards of Vocational, Technical and Adult Education/State Board of Vocational, Technical and Adult Education Relationships by Major Activity or Function of the VTAE Districts

District Activity or Function	Initiate	Monitor or Coordinate	Administrative Responsibility	Implement	Evaluate
Program Development	D/S	S	D	D	D/S
Program Approval	D	S	S	D	S
Program Evaluation	D/S	D/S	D/S	D/S	D/S
Curriculum Planning and Course Outlines	D/S	D/S	D	D	D/S
Scheduling of Classes and Program Offerings	D	D	D	D	D
Manpower Projections	D/S	D/S	D/S	D/S	D/S
Employment of District Personnel	D	D	D	D	D
Certification	D	S	S	D	S
Affirmative Action - District Personnel	D/S	D/S	D	D	D/S
District Organization - Personnel	D	D	D	D	D
Collective Bargaining	D	D	D	D	D
District Budget (Expenditures)	D	D/S	D	D	D
Financing (Revenue Sources)	D/S	D/S	D/S	D/S	D/S
Operation and Utilization of Facilities	D	D	D	D	D/S
Facilities Development	D	S	D/S	D	D/S
Fund Raising	D/S	D/S	D/S	D/S	D/S
Research and Planning	D/S	D/S	D/S	D/S	D/S
Professional Development	D/S	D/S	D/S	D/S	D/S
Student Activities and Organization	D/S	D/S	D/S	D/S	D/S
Admissions	D	D/S	D/S	D	D/S
Placement	D	D	D	D	D/S
Counseling and Guidance	D/S	D/S	D/S	D	D/S
Health Services	D	D/S	D/S	D	D/S
Financial Aids and Scholarships	D/S	D/S	D/S	D	D/S
Cooperative Relationships - Other Educational Agencies	D/S	D/S	D/S	D/S	D/S
Accountability	D/S	D/S	D/S	D/S	D/S
Management Information System	D/S	S	D/S	D/S	D/S
Student Recruitment	D/S	D/S	D/S	D/S	D/S
Program Promotion	D/S	D/S	D	D/S	D/S

D - District Boards of Vocational, Technical and Adult Education
S - State Board of Vocational, Technical and Adult Education
D/S - District Boards of Vocational, Technical and Adult Education/State Board of Vocational, Technical and Adult Education - Cooperative

ISSUE:

District Reorganization

CURRENT PRACTICE:

The legislature, in response to the Wisconsin taxpayers, passed legislation in 1965 mandating the delivery of vocational, technical and adult education services to all people in the state regardless of location.

In response to this mandate the entire state was placed into VTAE districts. These districts were formed and the boundaries were based on established criteria which were determined to be most efficient in meeting the mandate.

The people of Wisconsin are being served through 16 VTAE districts. Each district maintains at least one comprehensive educational center and numerous vocational adult centers totaling over 525 locations where occupational courses are offered.

When the criteria for establishment of comprehensive districts were developed, resources deemed necessary for a generative unit were identified. These were based on population, financial base and geographical factors.

DISCUSSION:

The present delivery system has proven to be effective and economically efficient. It is imperative that we retain the viability in the present delivery system reaching into all geographic areas in the state. This was the promise to the people of the State of Wisconsin.

Larger geographic areas mandate a greater number of centers and increased costs in both money and energy resources in order for all people to participate. Larger geographic areas are forced to invest in more transportation costs.

Lack of comprehensiveness limits opportunities; also districts may be comprehensive but program offerings may not be extensive enough to deliver services in the scope needed throughout the district. Evidence indicates that the numbers of citizens served in occupational continuing education courses as a percentage of total population is greater in the moderately sized districts than in those districts with large population centers.

The concept of local district autonomy facilitates a closer tie between education and the world of work, responsiveness to local needs, and preservation of the democratic ideal and the right of self-determination.

RECOMMENDATION:

A review of comprehensiveness and efficiency will be made of the districts in view of the "Criteria for a Comprehensive Vocational, Technical and Adult Education (VTAE) District."

An optimum number of outreach centers will be encouraged to meet the needs for VTAE services to the people of the state.

Coordination of districts' activities may be accomplished through the formation of coalitions of districts. Such coalitions may be established in the southeast region, the south central and southwest, the mid-state and east central, the west central and northwest, and the northern region. Their purpose shall be to coordinate, communicate, and join forces when necessary to implement educational offerings of a highly technical or limited-need nature. The ultimate purpose shall be to provide a diversity of educational opportunities to persons in all geographic areas in the state.

PROJECTED NEEDS FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION SERVICES

The Wisconsin VTAE System and the public school system are cooperatively committed by law to serving all persons in the state who need or desire vocational, technical and adult education.

Forecasting enrollments in VTAE is complicated by a lack of experience with course fees. This is especially true in adult vocational courses. However, the statewide commitment to maintaining a high degree of accessibility of VTAE offerings to all persons aged 16 years or over or who have completed high school and to seek out all possible sources of financial aids for needy students will enhance the system's ability to serve the people of Wisconsin to the highest degree possible.

VTAE enrollment forecasts for 1979-80 have been developed to reflect anticipated need for trained workers as predicted by the Department of Industry, Labor and Human Relations,[1] and the VTAE System goals for increased services to certain population groups with unique training needs as well as to the total population of Wisconsin.

Emphasis has been placed on assisting the public schools in providing comprehensive vocational education to high school age youth. These 16-17 year old persons may be served by the VTAE System either through contractual arrangements between their public school district and a VTAE district, through concurrent enrollment in VTAE courses by students who wish to begin their post-secondary education while completing secondary education, or through students' enrolling in adult vocational programs to obtain credit from their high school for courses taken in the technical institute.

Some decline in work force participation is projected for younger workers by the Department of Industry, Labor and Human Relations. There will be fewer good paying jobs available for unskilled workers, a situation that particularly affects workers aged 16-24. To improve their job prospects and earning power, many of these younger workers can be expected to enroll in post-secondary education including vocational-technical education.[2]

Increases in female work force participation are projected for 1980 in all age groups except women 65 and over. Rising living costs, anticipated additional and better day care facilities, legislation against discrimination based on sex, and many other factors contribute to the projected rapid increase in work force participation by women.[3] It is essential that vocational, technical and adult education place a high priority on preparing women to enter or re-enter the labor market with sufficient skills and knowledge to become valuable and satisfied workers.

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[1]Wisconsin Department of Administration, Bureau of Planning and Budget, et al., Work Force 1980 -- Industry Projections, September, 1972.
[2]Ibid., p. 49.
[3]Ibid., p. 48.

Technological changes or individuals' changes in personal occupational goals may require opportunities for adults to upgrade skills or retrain for new occupations. The need for mid-career training or retraining provides the basis for projecting increased services to the 35-59 year age group.

The VTAE System's commitment to providing increased services to handicapped and disadvantaged persons is reflected in the forecasted increased percent served in 1979-80 over the 1970-71 level for all age groups.

An increased need for supplementary income or possible post-retirement careers, or the desire for more education to enhance personal development, should attract more of the people age 60 years and over to vocational, technical and adult education. Since persons in this age group would probably be most adversely affected by course fee requirements, the VTAE system, as a part of its commitment to serving this special population group, is encouraging the legislature to exempt persons age 60 and over from paying course fees.

Table 1

Percentage of Population Served by the VTAE System - 1970-71

Age Group	1970 Population	1970-71 Number of Persons Served	1970-71 Percent Served
16-17	174,499	8,045	4.61
18-19	167,099	25,527	15.28
20-34	843,545	98,684	11.70
35-59	1,162,095	71,808	6.18
60 and over	661,349	10,453	1.58
16 & OVER TOTAL	3,008,537	214,517	7.13

Table 2

Percentage of Population to be Served by the VTAE System - 1979-80

Age Group	1980 Population (Projections)	1979-80 Number of Persons Served (Forecast)	1979-80 Percent Served (Forecast)
16-17	194,725	11,683	6.00
18-19	178,698	35,740	20.00
20-34	1,236,812	185,522	15.00
35-59	1,208,441	120,844	10.00
60 and over	755,929	18,898	2.50
16 & OVER TOTAL	3,574,605	372,687	10.43

Figure 1

Unduplicated Headcount Enrollments (Age 16 and Over) by School Year 1970-71 Through 1974-75 and Forecasts for 1979-80

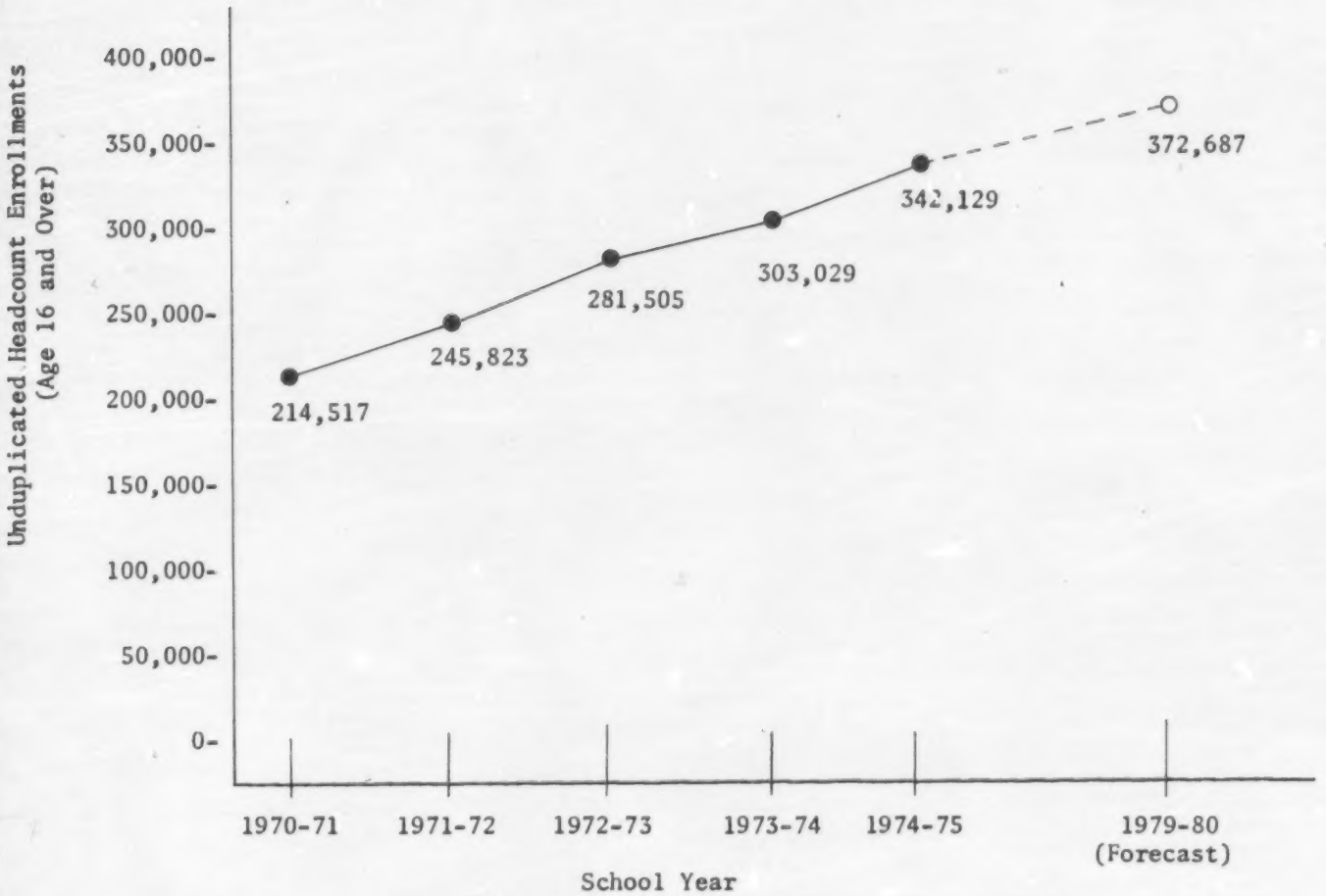

Table 3

Occupations of Wisconsin Residents

Occupation	1970 Employment	1975 Estimate	1980 Projections
TOTAL - ALL OCCUPATIONS	1,703,810	1,810,000	1,916,870
Professional, Technical and Kindred	238,960	259,600	280,450
Managers, Officials and Proprietors	128,500	146,900	165,340
Sales Workers	111,050	121,200	131,340
Clerical Workers and Supervisors	266,380	286,600	307,080
Craft Workers and Supervisors	229,960	244,200	258,380
Operatives	333,860	341,600	349,610
Service Workers	220,460	241,000	261,550
Laborers, Except Farm	71,530	73,500	75,470
Farmers and Farm Workers	103,110	95,400	87,650

Sources: Wisconsin Department of Administration, Bureau of Planning and Budget, et al., Work Force 1980 -- Industry Projections, September, 1972.

State Plan for Vocational Education in Wisconsin, 1976-80.

IMPLEMENTATION

The goals of the VTAE system have been agreed to by Wisconsin's population through public hearings held in each district. Each goal is supported by a rationale detailing why the goal is important to the vocational, technical and adult education system. To meet the goals each district must establish objectives to show how the "Elements of a Comprehensive VTAE District" are developed to meet the "Criteria for a Comprehensive Vocational, Technical and Adult Education (VTAE) District." The adequacy of each district's programs will be determined by superimposing the district's performance, in terms of district needs, upon a profile of characteristics deemed desirable in a comprehensive district. The "Elements of a Comprehensive VTAE District" becomes the guideline for district operations. The ability of a district to deliver programs to meet local needs has been enhanced through the concept of local autonomy for each district.

The attached list, "Elements of a Comprehensive VTAE District," represents the basis for determining the viability of a district and recommendations for district organization.

Elements of a Comprehensive VTAE District

1. District offerings demonstrate recognition of individual differences among students.

2. The district attempts to increase services to disadvantaged and handicapped persons.

3. The district cooperates with local high school districts in making vocational education offerings accessible to compulsory school attendance age youth.

4. Service and accessibility of educational offerings to people age 60 and over is assured.

5. There is increased emphasis on career counseling services for women.

6. Technical assistance is provided to business, industry and other groups with various education and training needs.

7. Data relating to employment of district residents is analyzed and used to aid in the development of programs and guidance and counseling services.

8. Provision is made in the district budget for new and innovative programs, services and activities.

9. Program design is in accordance with State Board policy.

10. At least 50 percent of occupational extension course enrollees are presently employed in a related occupation.

11. Progress in integrating programs in career education, environmental education, metric education, consumer education, safety education, mid-career training, community education, technical services and those areas which emerge as societal needs is reported annually.

12. Instruction in occupational safety and health is provided.

13. Program development is accomplished in accordance with policy outlined in "V.T.A.E. Career Program Procedures Manual."

14. Curriculums are reviewed and evaluated on a continuing basis.

15. Courses in associate degree and vocational diploma programs are made available at outreach centers.

16. Associate degree and vocational diploma offerings are available in five program areas.

17. A balance between associate degree and vocational diploma programs appropriate to the district's needs is maintained.

18. Enrollments in programs of one year or less duration is equal to at least 33 percent of the district's total headcount enrollment, excluding college parallel programs.

20

19. District headcount enrollment at outreach centers is appropriate to population density within the district.

20. Convenience of offerings to district's population is emphasized.

21. Program requirements and standards for student performance are maintained throughout the daily schedule.

22. Standards for granting advanced standing are established and published.

23. There is an appropriate reduction in the number of credits earned at an institution required for graduation when advanced standing is granted.

24. Resources for occupational learning are inventoried and the inventory updated on a regular basis.

25. Efforts are made to develop and implement a business and industrial liaison program.

26. An inventory of businesses and industries within the district with ten or more employees is maintained.

27. There are efforts made to articulate secondary and post-secondary vocational education programs.

28. Regional meetings are held regularly for coordination of activities with the University of Wisconsin - Extension (UW-EX).

29. Interagency relationships to aid in accommodating the training needs of women, minority group members and disadvantaged and handicapped persons are maintained.

30. Personnel meet minimum provisional certification requirements as specified in Chapter AV-3, Wisconsin Administrative Code.

31. The district is responsible for implementation of a plan for in-service education for staff.

32. Certification and equal opportunity employment requirements are met.

33. Each program is identified with an advisory committee which meets regularly.

34. Advisory committees participate in curriculum review and program evaluation.

35. Advisory committee membership is planned for a systematic schedule of review and appointments at prescribed times.

36. Advisory committees are composed of employers, employees, students and persons with expertise in the appropriate occupational area.

37. The procedures for facility development outlined in "Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education" are followed.

38. An environmental impact statement is submitted whenever new facility development is proposed.

39. Facility utilization accountability is based on generally accepted definitions.

40. Increased utilization of facilities during the evening hours and the summer months is emphasized.

41. Barriers to handicapped persons have been inventoried and plans made to remedy barriers.

42. Learning experiences throughout the district are supported with necessary instructional equipment.

43. An annual average of three percent of the district's operating budget is allocated for replacement, depreciation and obsolescence of instructional equipment.

44. Student services are available throughout the district to all associate degree, vocational diploma and continuing education students.

45. Health services are available to the students as a part of a comprehensive student services program.

46. A financial aids plan which is fully implemented and providing information about this plan to students are part of a comprehensive student services program.

47. Responsibility for program admission is assigned to the student services staff.

48. Admission requirements are published and widely disseminated.

49. Participation in vocational student organizations is encouraged.

50. Extra-curricular activities are made available to students.

51. Career planning information is provided for each registrant during program orientation.

52. Applicants are informed of statewide program opportunities in their areas of interest.

53. Openings for additional students in programs are publicized.

54. Placement services are provided for students.

55. Procedures for assessing abilities and interests of students are maintained, evaluated and improved as necessary.

56. Potential barriers to enrollment of individuals are identified on a regular basis.

57. District organizational charts are reviewed periodically.

58. The district provides the state board staff with data needed to accomplish planning and evaluation responsibilities.

59. A program management committee has been established in the district.

60. Program performance in terms of cost benefit is evaluated on a regular basis.

61. Varying enrollment dates and multiple exit points are provided to accommodate student and labor market demands.

62. Flexible scheduling of programs is maintained.

63. Justification of programs which experience placement rates of less than 50 percent is accomplished cooperatively by state and district staff.

64. Programs with low completion rates are studied and recommendations made as to their continuance or discontinuance.

65. Justification of programs experiencing job placement in related areas of less than 50 percent is accomplished cooperatively by state and district staff.

66. The district is in compliance with current civil rights legislation.

67. An affirmative action officer has been designated.

68. A progress report on an approved district affirmative action plan is filed with the State Board annually.

69. The district provides for annual assessment of special and general educational staff development needs.

70. A five-year staff development plan has been developed by the district.

71. District boards adhere to the open meeting concept.

72. The district distributes current program and informational brochures.

73. The district, upon request, provides district information relevant to pending legislation to elected representatives serving that district.

74. The district conforms to state and federal rules and regulations concerning confidentiality of student records.

75. The district complies with the uniform fiscal year.

76. Preparation and submission of uniform program budget is accomplished in accordance with the procedures outlined in the "Uniform Financial Accounting Manual."

77. The district develops an integrated planning/programming/budgeting system.

78. The minimum equalized valuation of district is $1.5 billion, or the equalized value per resident is at least $10,000.

79. The district demonstrates commitment to continue projects upon termination of federal aids when continuation is warranted.

80. The district designates a person to identify all potential sources of funding.

81. Approved accounting practices are used to account for private funds.

APPENDIX

Policy Statements Regarding Issues Affecting VTAE

Attached are five policy statements indicating the State Board's position on each of the issues. These were adopted on December 2, 1975.

POLICY STATEMENT REGARDING COURSE FEES CHARGED TO STUDENTS

WHEREAS, Section 38.24(1) of the statutes requires the districts to charge students program fees of 25 percent of the statewide average operational cost for college parallel programs, not less than seven percent of the statewide operational cost for post-secondary programs, and not less than 25 percent of district operational costs for vocational-adult programs; and

WHEREAS, a system of financial support should not deter the people of Wisconsin from pursuing educational goals of their choice commensurate with their capabilities; and

WHEREAS, people realizing personal benefits from vocational education should be willing to make a monetary investment in their careers, and the state investing in vocational education, realizes benefits from vocationally trained people; and

WHEREAS, program fees charged students would be detrimental if they prevent target populations from obtaining training needed to develop employment skills, and the imposition of unrealistic high cost education on the state's taxpayers is regressive economic policy;

THEREFORE, BE IT RESOLVED, that the State Board establish program fees in accordance with Section 38.24(1) of the statutes in such a manner that access to the vocational, technical and adult education system of the state will not be denied to those who would benefit from such employment training.

POLICY STATEMENT REGARDING ELECTED VERSUS APPOINTED DISTRICT BOARDS

WHEREAS, s. 38.08, Wis. Stats., states that "(1) (a) A district board shall administer the district . . . ."; and

WHEREAS, s. 38.10, Wis. Stats., states that "(1) District board members shall be appointed by an appointment committee . . . ."; and

WHEREAS, appointed boards have historically been a bulwark of strength for the vocational, technical and adult education system; and

WHEREAS, these appointed boards have been representative of labor, business and agriculture; and

WHEREAS, these boards have been appointed to insure the best possible geographic and demographic representation; and

WHEREAS, these board members have been highly qualified and respected by the elected representatives who appointed them; and

WHEREAS, elected boards would tend to be responsive to political concerns, other elective offices, and the pressures of special interest groups;

THEREFORE, BE IT RESOLVED, that the State Board strongly supports the continuance of the governance concept of appointed district boards as currently described in s. 38.10, Wis. Stats.

POLICY STATEMENT REGARDING LIBERAL ARTS EDUCATION

WHEREAS, Section 38.001 of the 1973 Wisconsin Statutes states that the mission of the VTAE system be: "MISSION. The board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level"; and

WHEREAS, in an attempt to execute its assigned mission to the fullest, the board provides comprehensive educational programs including the college parallel "liberal arts" program, defined in Section 38.01(8) of the 1973 Wisconsin Statutes as: 'Collegiate transfer program' means a state-wide, full-time program, designated and approved by the board, in which the credits earned may be transferable to a four-year institution of higher education"; and

WHEREAS, the VTAE system presently has three districts with designated and approved college parallel programs: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet College and Technical Institute serving the diverse needs of the citizens of their respective districts; and

WHEREAS, there is opportunity for Wisconsin citizens to avail themselves of this type of education through the University of Wisconsin System; and

WHEREAS, procedures have been developed to permit contractual agreements for provision of liberal arts transfer courses by the University of Wisconsin to the VTAE campuses;

THEREFORE, BE IT RESOLVED, that the State Board continue to support the existing college parallel "liberal arts" programs within the legislative constraints (s. 38.04 (4) (c), Wisconsin Statutes).

BE IT FURTHER RESOLVED, that all newly-discovered need for additional "liberal arts" programs be transmitted to the University of Wisconsin for consideration.

POLICY STATEMENT REGARDING GOVERNANCE

WHEREAS, quality vocational education services are dependent upon sound policy guidance at the state and local level; and

WHEREAS, equal vocational education opportunity must exist for all citizens of Wisconsin; and

WHEREAS, vocational education policy must be consonant with other educational policy; and

WHEREAS, vocational education policy must complement related manpower and human resource programs; and

WHEREAS, vocational education policy should reflect the needs of both the employe and the employer; and

WHEREAS, state and local VTAE policy receives continuous guidance and assistance from interested citizens through the State Advisory Council and State and Local Advisory Committees; and

WHEREAS, vocational education policy must recognize statewide trends and be sensitive to the specific needs of localities and regions;

THEREFORE, BE IT RESOLVED, that the unique composition and structure of State and Local VTAE boards be continued, and efforts continue to improve the respective and mutually interdependent policy roles.

POLICY STATEMENT REGARDING DISTRICT REORGANIZATION

WHEREAS, Chapter 292, Laws of 1965, authorized organization of the state into area vocational, technical and adult education districts by July 1, 1970; and

WHEREAS, in response to this mandate criteria for district formation were developed, based on previous experience, which would provide equally high quality vocational, technical and adult education throughout the state; and

WHEREAS, the economic patterns, population growth, needs of people to be served and instructional technology have all changed rapidly; and

WHEREAS, the concept of district reorganization is not without precedent, as 18 districts have been reorganized into 16 districts; and

WHEREAS, Chapter 333, Laws of 1973, Section 38.06, indicates reorganization is possible;

THEREFORE, BE IT RESOLVED, that the State Board instructs each district to utilize the "Criteria for a Comprehensive Vocational, Technical and Adult Education (VTAE) District" alluded to in the "Plan for Comprehensive Vocational, Technical and Adult Post-Secondary Education Services to Wisconsin Through 1980" as a self-evaluation instrument.

BE IT FURTHER RESOLVED, that upon review by the State Board those districts which are not deemed comprehensive on the basis of the self-evaluation performed by the district will be evaluated for comprehensiveness using the above indicated evaluation device by a team appointed by the District State Relations Committee. Upon recommendation of the approved evaluation team those districts which are not deemed comprehensive will then be studied to determine how reorganization will affect their status.

State of Wisconsin

BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN State Director

VIAE

VOCATIONAL, TECHNICAL & ADULT EDUCATION DISTRICTS

Approved for Operation July 1, 1973

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